R E P O R T R E S U M E S

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THE USES OF TELEVISION IN EDUCATION.

BY- MURPHY, J. FRED AND OTHERS

NORTH CENTRAL ASSN. OF COLL.AND SECONDARY SCHOOLS
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A SEMINAR WAS HELD TO CONSIDER THE USES OF TELEVISION IN EDUCATION TO ASSESS PRESENT KNOWLEDGE IN THIS CONNECTION, AND TO IDENTIFY AREAS NEEDING STUDY AND RESEARCH. WHILE NO ONE COMBINATION OF PRACTICES WAS RECOMMENDED AS A MODEL IN THE APPLICATION OF TELEVISION TO THE VARIED PURPOSES OF EDUCATION, NEEDS, SUCCESSFUL PRACTICES, AND TECHNIQUES IN SUCH AREAS AS ORGANIZATION AND ADMINISTRATION, TEACHERS FOR TELEVISION, PRODUCTION FACILITIES AND PRACTICES, TRANSMISSION FACILITIES, RECEPTION OF EDUCATIONAL TELEVISION AND ITS FINANCING WERE DISCUSSED. IT WAS CONCLUDED THAT FURTHER RESEARCH IS NEEDED TO EXTEND AND REFINE PRESENT KNOWLEDGE OF THE BEST WAYS TO USE TELEVISION. (GD)

ED003724

the uses of Television in Education

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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PREPARED BY

The Subcommittee on Television
of the
Commission on Research and Service
of the

NORTH CENTRAL ASSOCIATION
OF COLLEGES
AND SECONDARY SCHOOLS

In Cooperation with the
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Foreword

FOR EDUCATION, **television is one of the most significant technological developments since the invention of printing.**

As the voluntary accreditation association in nineteen states,[1] the North Central Association of Colleges and Secondary Schools is concerned with the development and maintenance of high standards of education. Recognizing the importance of television, in 1953 the NCA appointed a subcommittee on television within its Commission on Research and Service. The function of the subcommittee was to inquire into the status and uses of television in education and to bring to the attention of member institutions pertinent information in this regard. In its first five years, the subcommittee published two reports through the *North Central Association Quarterly* (July, 1954, and April, 1958) and arranged a demonstration of educational television at the annual convention of the NCA in 1958.

In 1959, with the approval of the Commission's Steering Committee and the NCA Executive Committee, the subcommittee pro-

[1] Including 3,500 secondary schools, 422 colleges and universities in the states of Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

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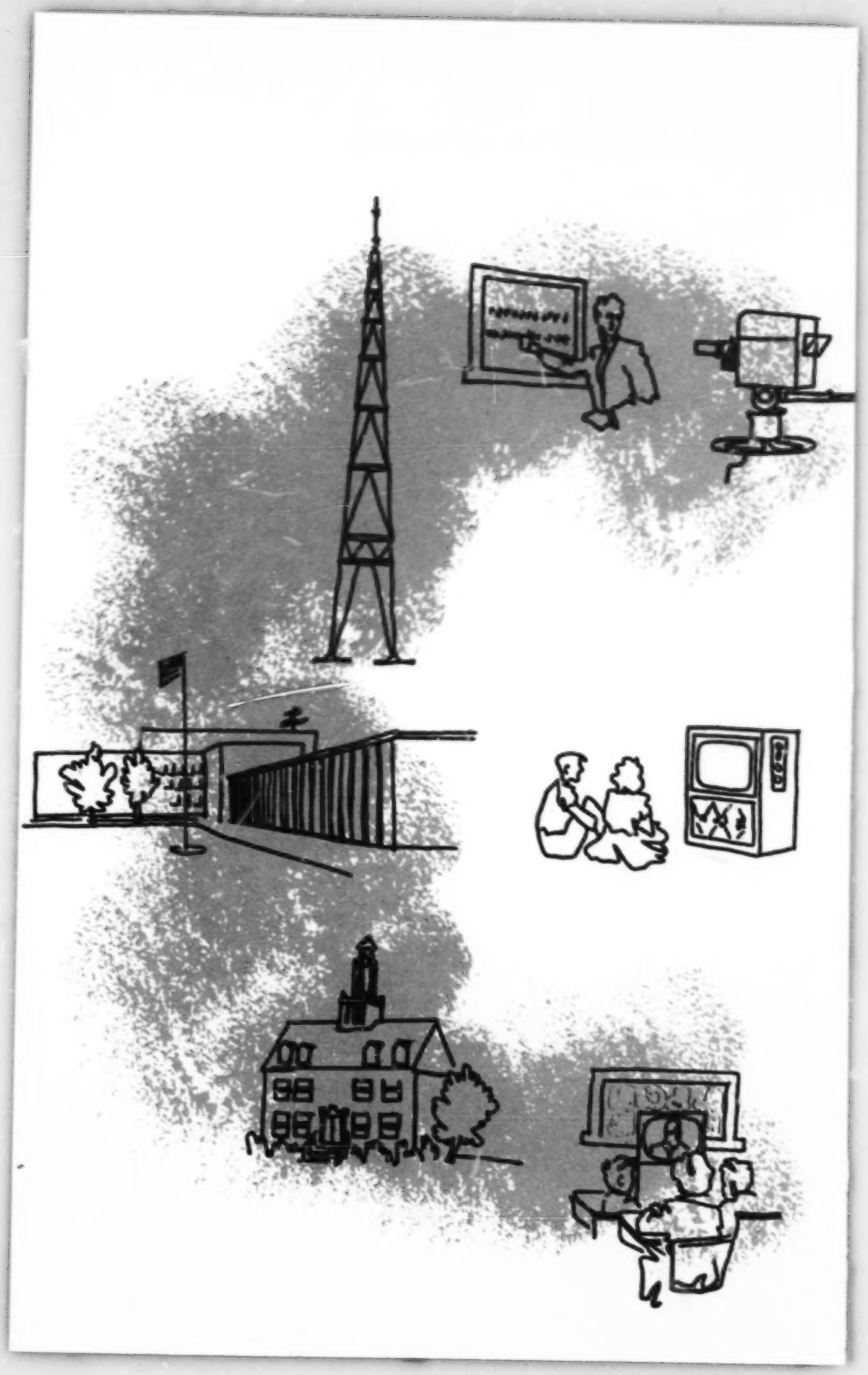
posed to the U. S. Commissioner of Education that financial support be provided for a special seminar, whose purpose was to consider the uses of television in education, to assess present knowledge in this connection, and to identify areas needing study and research. About twenty-five persons from among those best informed and others having special interest in the future development of educational television were to be invited to participate in the seminar. The United States Office of Education, under the authority of the National Defense Education Act, Title VII, Part B, entered into a contract with the North Central Association for this seminar.

The seminar was held in Chicago on December 3-6, 1959. The names of the participants are listed in Appendix 1. A report of the seminar was published in initial form by the Subcommittee on Television on January 31, 1960.

Initial responses to this report indicated that it was so valuable that it was worthy of editorial revision and wide distribution. With further assistance from the United States Office of Education, the subcommittee asked a member of the 1959 seminar, Dean Thomas Clark Pollock of New York University, to prepare the report in its present form for consideration by members of the 1959 seminar group and others meeting in Columbus, Ohio, on November 12-14, 1960. The present report was approved at that meeting.

The NCA Subcommittee on Television wishes to record here its appreciation to the United States Office of Education, the NCA Executive Committee, and the members of the Commission on Research and Service for their generous assistance and cooperation in this project. The subcommittee is especially grateful to the members of the seminar for their time and their informed analysis of the present status of the uses of television in education. This analysis of course represents the opinions of the members of the seminar and not necessarily those of the United States Office of Education. It is the hope of the subcommittee that this report will encourage educators to continue serious exploration of present and potential uses of television in education.

THE SUBCOMMITTEE ON TELEVISION OF THE
NORTH CENTRAL ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS



I.

Principles

ALTHOUGH STILL IN ITS INFANCY, **television has already had such an impact upon the collective mind of our society and shown such promise of value for the individual citizen that all educators must face the question, "What can this medium mean for the extension and improvement of education?" The question must in 1961 be explored in the light of the evidence developed in the last decade. To put the question aside lightly is to be irresponsible at a time when educators face challenges calling for vision and leadership of the highest order; but to embrace the medium without thoughtfully weighing the problems inherent in its most effective use is as impractical as ignoring its existence and availability is irresponsible.**

Television Is a Medium of Communication

Television has no magic. No matter how complex its electronic processes may be, television is simply another medium of communication, like a book or a human voice. Communication begins with intelligible transmission and ends with intelligent reception; any medium of communication is but a middle link between two or more minds. The medium may be the gesture of a hand, sound waves from a human larynx, ink impressions from movable type arranged on the pages of a book, radio waves transmitted and gathered into a receiver, or electronic emanations and receptions involving television equipment. It is nevertheless properly viewed by the educator as simply an actual or possible intermediate link in a total act of educational communication.

Elaborate refinements in the technology of this "middle link" are possible. But the importance of what is to be transmitted is not affected by the medium of transmission itself. What is transmitted through any medium may be good or bad, harmful or helpful, simple or complex, ignorant or learned. Whether the "middle link" is as simple as a hand signal or as complicated as a coast-to-coast telecast, the medium of communication should not be confused with what is to be communicated.

The Educator's Responsibility

Television has many advantages, but is not an educational cure-all. The advantages of using television in education lie in the extension of the impact of superior teachers, the multiple sensory impact on the student, and the one-to-one intimacy of the learner with what appears on the television screen. It will not become the cause of technological unemployment among teachers. The responsibility of educators is to use the advantages of the television medium to achieve the goals of education more effectively.

Television does not modify the recognized goals of education; nor does it require the elimination of the classroom, even as the advent of the book did not mean the elimination of the teacher. Rather, it suggests alternative and possibly better techniques for reaching the same goals. Alert educators have always experimented with and learned to use new teaching methods and devices. Television holds promise of improving the effectiveness of the educational process.

Television Is a Tool

Television is a tool for the use of educators. The past decade has seen the first serious experiments with the use of this tool. Many diligent efforts have been made to determine ways in which the facility of television can be used constructively in the educational process. Much has been learned; much remains to be learned.

What has already been learned indicates that television can become a basic educational tool for every pupil and serious-minded adult in the nation. Wisely used, it can be as important in promoting learning as is the printed word. Educational television and the printed word are neither mutually exclusive nor antagonistic; they

are complementary. Further, television can be a significant aid in improving the quality of teaching. Its full educational value will of course be discovered only by continued experimentation designed by educators.

If television can help bring about the teaching of more pupils by better teachers and accomplish this as effectively as other methods or more effectively and at a cost within reasonable limits, it is incumbent upon educators to examine this possibility with great care. If television can alleviate school population pressures, make our best teachers available to more learners, save dollars in conventional school plant costs, make the process of learning more effective and satisfying, and provide a wider range of experiences than hitherto possible—and there is good reason to believe that wisely used it can do all these things—then certainly all educators should move as rapidly as possible in their own planning and through their local boards of control and state legislatures to secure the benefits of the medium.

Basic Principles

The following principles may now be safely accepted as bases for the planning and use of television in education.

1. Television is an important instrument for teaching and learning at all levels: elementary, secondary, higher, and adult.

2. Television is a new medium of communication, not a new method of teaching and learning. It permits many variations in the teaching-and-learning process, but its effective use is based upon the same fundamental psychological principles which apply to all successful processes of learning. The attitudes of the learner and the results of teaching are as certain to be affected by the quality of instruction and its adaptation to the needs and motivations of the learner in televised as in conventional instruction.

3. Students can learn as well where television is used by the teacher as in the conventional classroom situation; frequently, they can learn better.

4. The proper use of television provides new incentives for students to assume more responsibility for learning.

5. Television is not a self-contained educational entity, but an instrument which is significant only in the particular educational context in which it is employed.

6. Optimum realization of television's potential can result only from integration of the teaching arts, the graphic arts, and the electronics communication process.

7. The use of television can improve the total program of instruction.

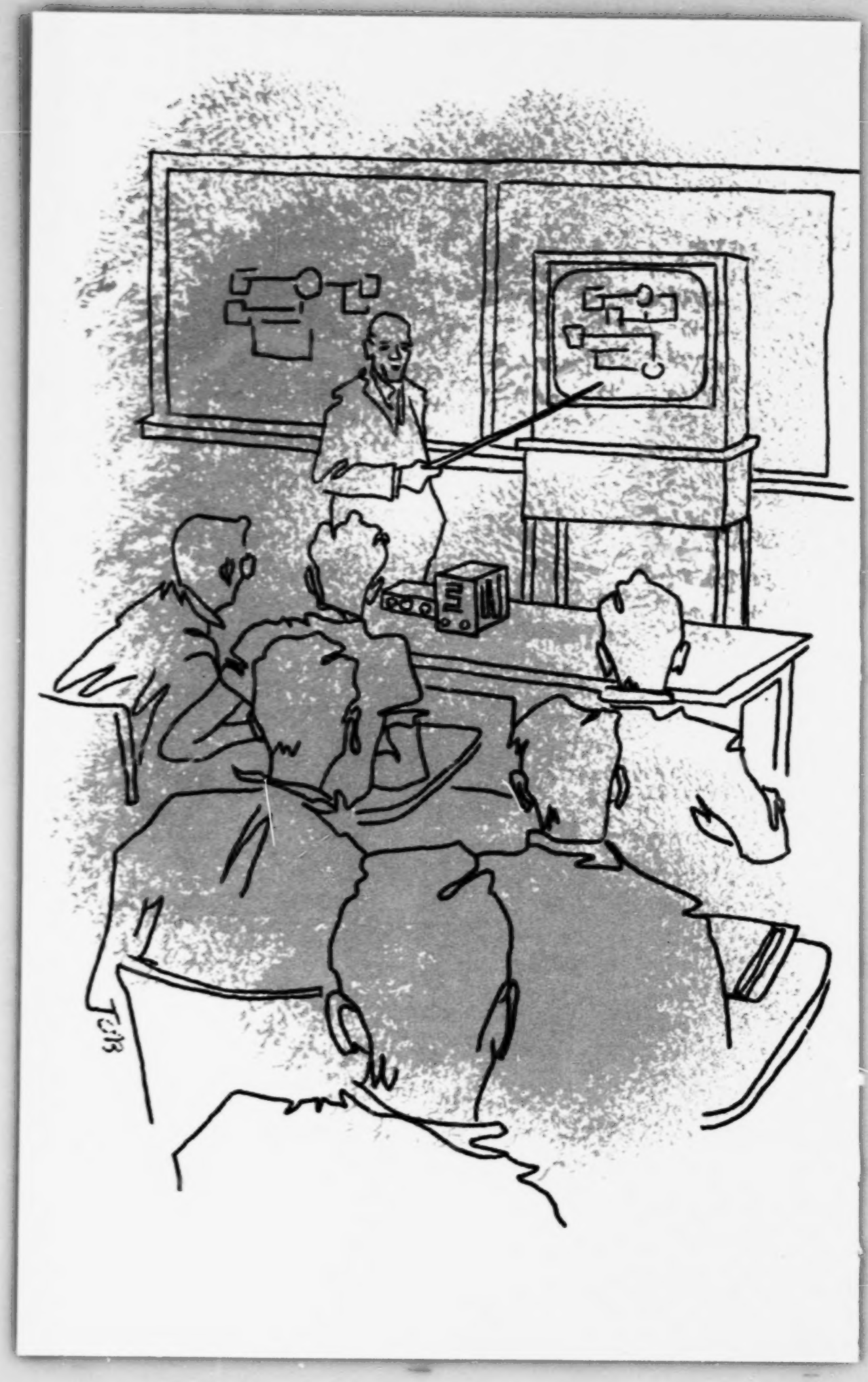
8. Effective television teaching demands more preparation and the assistance of more specialized personnel than does conventional instruction.

9. The successful use of television imposes responsibility for and highlights the necessity of cooperation among administrators, teachers, and other specialized personnel.

10. Television is such a versatile, dynamic, and new medium that its educational use not only encourages but demands a continuous appraisal of the ways in which it is or may be utilized.

11. Television provides new and better ways of relating the activities of pupils, teachers, and parents and making the community more aware of educational processes and needs.

12. Appreciation of the values of television as an educational medium increases in proportion to experience with its proper uses.



II.

Present Practices in Educational Television

IN THE LAST DECADE a number of different practices in regard to the organization, administration, teaching, facilities, and financing of educational television have been used successfully in various localities. No one combination of practices can be recommended as a model in the application of television to all the varied purposes of education. Each administrator is charged with the responsibility of identifying local needs, studying successful practices, and adopting the television techniques which will best serve the educational needs of his particular community. A check list of present practices, each of which has proved valuable in at least one community, is presented below.

Organization and Administration

In a particular institution the policies and procedures for educational television are determined and administered by one of the following:

1. A board
2. An administrative executive officer
3. A faculty committee
4. An individual director

The functional responsibility for educational television within a particular institution is organized as:

1. A separate department on a level with other academic departments, or

2. Part of another department, such as journalism, speech and drama, audio-visual, or information services, or
3. An administrative unit with access to all departments

Teachers for Television

The television or "studio teacher" is usually selected after he has volunteered for the task and has been given an "audition" or try-out before television cameras.

The compensation for the television teacher usually is made by:
1. Released time (release from two regular classroom periods for one television period is a common formula), or
2. Extra payment, or
3. Provision of clerical help

Frequently "teaching teams" plan the content of a lesson or demonstration and the technique of its presentation, and thus assure its integration into the classroom lesson plan. A "teaching team" is composed of a:
1. Studio teacher and a classroom teacher, or
2. Group of three or more teachers, or
3. Teacher and members of a production staff

The special preparation of studio and classroom teachers for their roles in educational television is secured by their:
1. Learning on the job, or
2. Attending special summer workshops

Some colleges and universities now offer teacher-training programs and special workshops in the use of television.

Production Facilities

Television lessons, lectures, and demonstrations are presented from a:
1. Permanent television studio equipped with cameras, lights, and film or/and video-tape recording equipment, or
2. Mobile television unit in a laboratory or field situation, or
3. Television camera in a regular classroom

The permanent television studio may be owned by:
1. The institution, or

2. A community agency, or
3. A commercial television station

Production Practices

Educational television production practices are varied and numerous. The variety is suggested by the following items.

The studio teacher may have:

1. A class with him in the studio, or
2. Only a few students with him in the studio, or
3. No students with him in the studio

The scenic, graphic, lighting, and camera work may be:

1. Simple, or
2. Complex

The television production may be carried on by a:

1. Large team, or
2. Small team, or
3. Single individual using a remote control camera

A typical presentation would be rather complex, involving a television teacher, two cameramen, an audio man, a video control man, a "floor man" to assist the teacher with visual aid materials and timing, and a production director, who supervises the entire lesson or demonstration both in rehearsal and "on the air."

The television lesson may be transmitted directly to the students at the time of its presentation; or it may be recorded on kinescope film or video tape for delayed or repeated use.

Transmission Facilities

Educational television programs are transmitted, either live or from recordings, to students by:

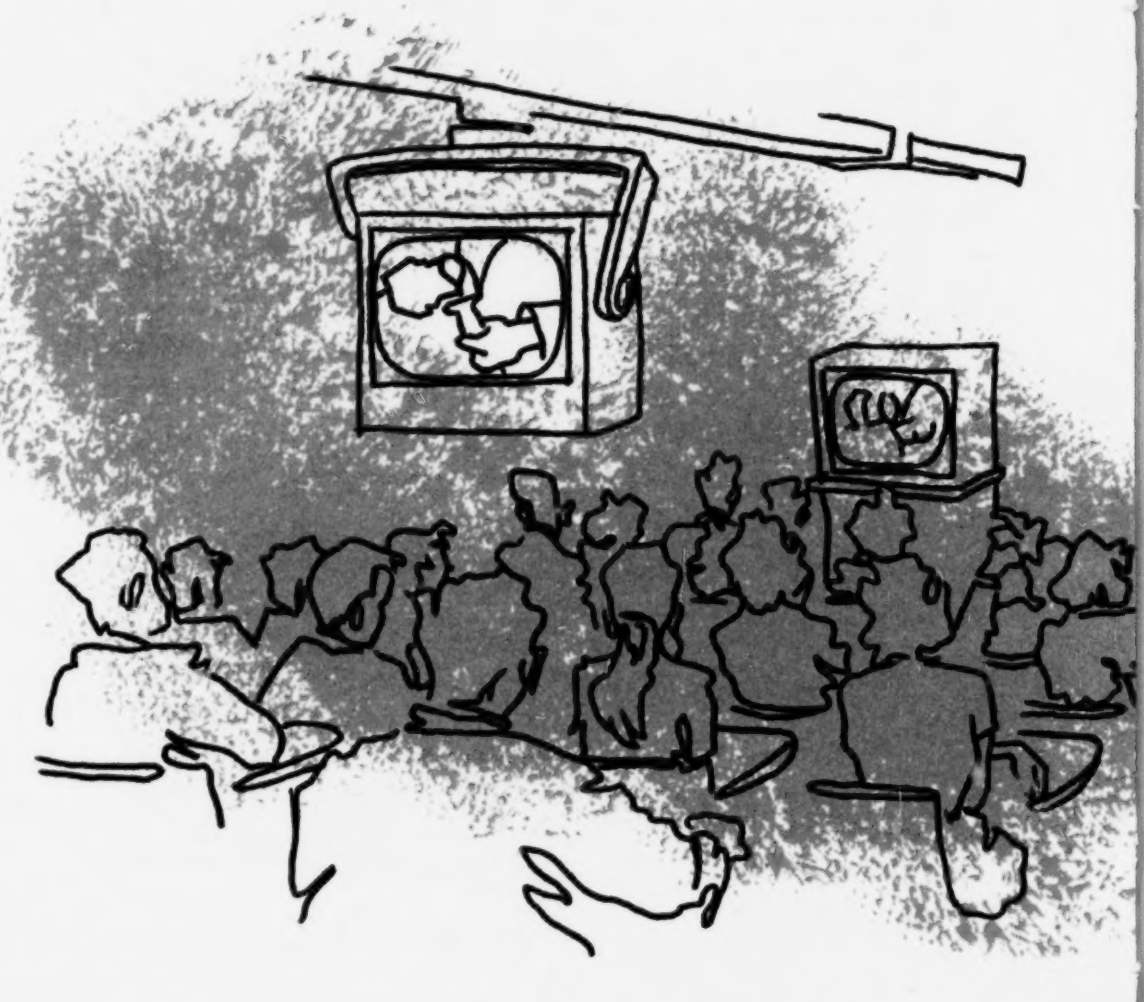
1. Normal VHF (very high frequency) or UHF (ultra high frequency) from a regular educational or commercial broadcasting station, or
2. Low-power transmission for limited-area reception, or
3. Direct wire or cable, which connects a studio to classrooms in the same building or different buildings, or
4. Microwave relay, which performs the same functions as a cable "without wires"

Reception of Educational Television

The student may receive the television program from a receiver in:

1. A central viewing room at school, or
2. A regular classroom, or
3. His own home

The viewing of television programs by students in classrooms is almost always supervised, except in some college classrooms.



Financing Educational Television

The sources of support for educational television include the following:

1. Contribution of a set amount (one dollar, for example) per year per pupil within viewing range of the station, made by a board of education to an educational television station.

2. Community funds solicited in the same way that social agencies seek funds from the public

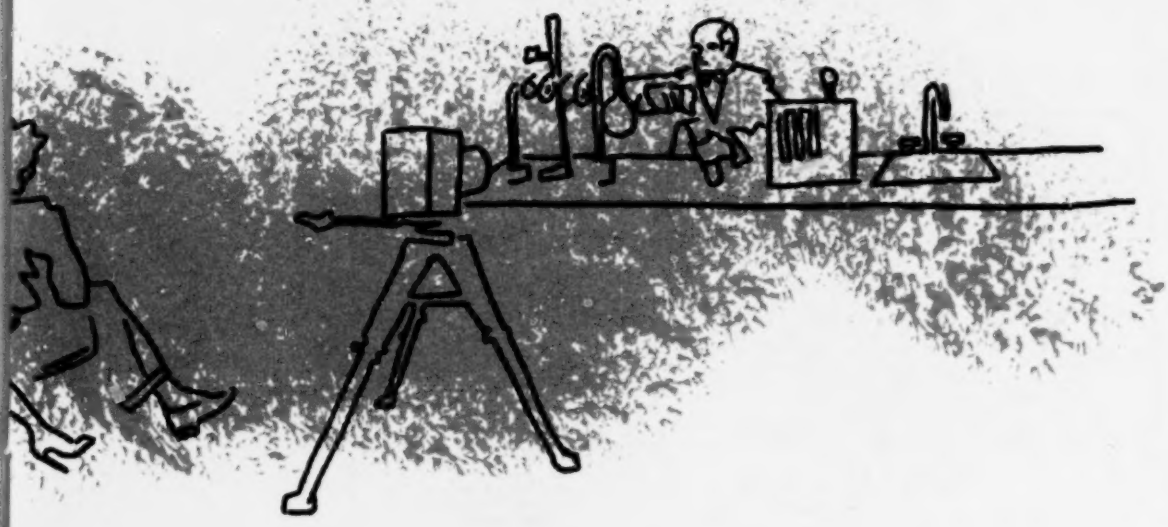
3. Foundation support for initial experiments and demonstrations

4. An item for television in the regular budget prepared by a board of education or a board of trustees

5. Tuition charges for credit-bearing courses

6. Contributions from business and industry for specialized courses

Television equipment may be owned by the institution or rented on a monthly basis.



III.

Desirable Research

TO EXTEND AND REFINE our present knowledge of the best ways to use television, further research is needed. One source of funds for such research is through Title VII of the National Defense Education Act, administered by the United States Office of Education. As educators use television as an educational medium in the years ahead, they should attempt to contribute answers to the following questions based on careful research.

First, some important general questions:

1. What methods will improve the evaluation of the effectiveness of television in the learning process?
2. How does the use of television affect individuals and small groups in a learning situation?
3. What methods can be formulated to study the implications of interaction between the teacher and the learner in educational television?
4. What is the role of student motivation in a learning situation which employs television?
5. What bases for inter-disciplinary cooperation are necessary for the different disciplines which may be involved in a televised program or course?
6. How can television be used to overcome the lag between technology and culture?

Second, some questions of particular importance to school administrators and teachers:

1. What are the specific qualifications of a good television teacher?
2. What is the role of the classroom teacher in a class which receives a televised lesson?

3. What criteria should be established for inter-institutional use of educational television programs?

4. What relationships of administrators, teachers, and students will best promote the use of television in education?

5. What kinds of printed materials such as textbooks, study guides, lesson outlines, and correspondence materials are most helpful in relation to televised teaching?

6. How is television best used in connection with new technological developments such as teaching machines, video-tape recorders, and multiple transmission, particularly in situations which involve routine practice and drill?

Third, some questions concerning the relation of television production and facilities to learning:

1. To what extent do different details in the production of a televised lesson influence learning?

2. To what extent does the personality of the television teacher influence learning?

3. To what extent do different physical conditions of transmission and reception affect learning?

4. What are the most useful relationships between educational television and other facilities and services utilized for teaching?

5. How do different techniques of televised presentation affect the pupil's perception and retention of what is being taught?

And finally, some questions in the area of adult education:

1. What are the specific values of organizing community groups for viewing educational television as a basis for continuing education?

2. What are the values of using lay leaders rather than professional leaders for such groups?

3. What are the values to such groups of various techniques for communicating with participants in a television program as part of the educational process?

A number of research studies which have received grants under Title VII of the National Defense Education Act are exploring areas mentioned above.

The preceding list, though extensive, is of course not exhaustive; but it may serve to suggest directions of research which are desirable as educators explore further the best ways to use television as a medium of education.

IV.

Conclusions and Recommendations

A CAREFUL EXAMINATION of the uses of educational television at the end of its first decade leads the members of the Seminar, and they believe practically all serious students of the subject, to a number of conclusions, some of which have been stated above.

Some Conclusions

It is certain, for example, that the facility of television is now being used successfully as an educational tool at all age levels. It is clear that students can learn as well where television is used by the teacher as in the conventional classroom situation, and frequently better. It is clear that administrators at all levels of education should study the ways in which television can be used as an important medium of education.

Educational television is not likely to cause technological unemployment. It may, however, result in some modification of the traditional role of the teacher, and especially of the teacher in a self-contained classroom who has not been accustomed to cooperating with a librarian and an audio-visual-aids department in providing opportunities for learning for her pupils.

Most teachers adapt themselves readily and successfully to the use of television as a medium for teaching and learning. They need, of course, to have the opportunity to become acquainted with the advantages of television as an educational tool.

The educational benefits resulting from the use of television tend

to be related directly to the faculty investment of time and interest in planning.

Television is useful in education in many different ways. It makes possible important improvements in the curricula of small schools; it is a useful supplement to instruction in large schools.

The values of television in education which have been demonstrated to date make continuing broad experimentation urgent and even imperative.

The cost of employing television varies greatly in relation to many factors; but it is not prohibitive in terms of normal educational expenditures.

To the end that the goals of education accepted by schools and colleges throughout the United States may be achieved as efficiently and fully as possible, the members of the Seminar make the following recommendations.

Recommendations

1. Educational institutions of small enrollment should analyze carefully the possibility of supplementing their curricula by televised instruction from other institutions and educational television installations.

2. Educational institutions of large enrollment should analyze carefully the ways in which television may be used to make their educational activities more efficient.

3. Cooperative study of how best to use television should be undertaken by all school faculties.

4. In using television a conscious effort should be made to improve articulation and coordination between grade levels and among institutions.

5. Before experimental programs are initiated, teachers and administrators should determine their objectives in using television, study the research evidence in the field, and create a suitable attitudinal climate.

6. Current sources of reliable information and counsel in regard to educational television should be used to avoid unnecessary duplication of experimental efforts.

7. Teacher-training institutions should orient future teachers to the use of educational television.

8. State departments of public instruction and state institutions of higher education should asume special responsibilities in helping educators and educational organizations become aware of the values of television as an educational medium.

9. The United States Office of Education and national educational organizations should develop an improved system of coordinating research activity and identifying areas for research in the educational uses of television, in order to avoid unnecessary duplication and to assure wide and prompt dissemination of research findings.

10. Educators should make the final decisions about the educational applications of television, in full recognition of the fact that the cooperation and assistance of commercial and manufacturing interests are important to the continued growth of educational television.

11. Recognizing that foundations have made a significant contribution to experimental and established educational television activities, educational institutions should clearly foresee their own ability to sustain the continued use of television in education.

APPENDIX 1.

Participants in Educational Television Seminar December 3-6, 1959

ROBERT ALLEN, *Executive Director*
National Home Study Council, Washington, D.C.

Recipient, Exceptional Civilian Service Award, Department of Army, for educational consultation and research activities including television, and Fellowship in ETV for U.S. and Europe; author, *Television, Education and the Armed Forces;* Educational advisor, Station WXEX-TV, Richmond-Petersburg, Va., 1955-1958.

RICHARD H. BELL, *Director,* Radio-TV Bureau
Arizona State University, Tempe, Arizona

Producer of ETV programs for eleven years at Ohio State University and Arizona State University; originated first ETV programs at both institutions; now activating new ETV station at Phoenix; successful free-lance writer in TV drama.

LESLIE E. BROWN, *Dean of Administration,* Cleveland College
Western Reserve University, Cleveland, Ohio

Administrator in charge of Western Reserve television credit courses. Western Reserve University pioneered the instructional use of television for credit in 1950.

LAURENCE F. COSTELLO, *Associate in Educational Communications*
Division of Communications in Education, New York State Education Department, Albany 1, New York

Television project director at Levittown, N.Y.; closed-circuit television project director, State College for Teachers at Albany; Director, Center for Instructional TV, New York University, 1959-1960.

DONALD G. EMERY, *Superintendent,* Shaker Heights Public Schools, Shaker Heights, Ohio

Pioneer in developing educational uses of television in higher education. Engaged in some of the earliest experimentation with televised instruction at WOW-TV and KMTV, Omaha, Nebraska. Author and spokesman for educational development. As chairman of the Subcommittee on Television of the North Central Association's Commission on Research and Service initiated and carried through a series of status studies and reports on the medium in the nineteen NCA states.

CLIFFORD G. ERICKSON, *Dean of Television Instruction*
Chicago City Junior College, Chicago, Illinois

Organized in 1956 and has since directed Chicago's TV college, a comprehensive offering of telecourses leading to the Associate in Arts degree broadcast by the Chicago City Junior College on WTTW—Channel 11, Chicago's educational television station.

ROBERT L. FLEMING, *Principal*
South High School, Youngstown, Ohio

Charter member of the Subcommittee on Television of the North Central Association's Commission on Research and Service. Contributor of representative thinking from the secondary school administrator's point of view on problems and opportunities in using television in the American high school.

RICHARD B. HULL, *Director,* O.S.U. Telecommunications Center
Ohio State University, Columbus, Ohio

Founder and first manager, WOI-TV at Iowa State University (1950). Formerly executive secretary, Joint Council on Educational Television; president, National Association of Educational Broadcasters; director of field studies, National Educational Television and Radio Center; member of National Advisory Committee on the New Media, U. S. Office of Education, and Ohio Interim Educational Television Study Commission.

HOWARD L. JOHNSON, *Executive Director, KRMA-TV, Denver; Assistant Superintendent,* Personnel Services, Denver Public Schools, Denver, Colorado

Board of directors, National Association of Educational Broadcasters; Director, Denver's ETV station (licensed by public schools); Past President, National Association Public School Adult Education; Past President, Denver Lions Club.

JACK G. MCBRIDE, *Director of Television and Station KUON-TV*
University of Nebraska, Lincoln, Nebraska

Director, the production consultation project, National Educational Television and Radio Center and the Fund for Adult Education; Producer, ETV training films; First vice-president, NAEB; Co-designer-and-director, Nebraska TV-Correspondence Study Project; Educational Broadcasting Consultant; Co-director, USOE National Study in the Use and Distribution of Recorded Televised Instruction.

LAWRENCE E. MCKUNE, *Associate Professor*
Continuing Education on Television
Michigan State University, East Lansing, Michigan

Coordinates continuing education activities for university television

station WMSB. Author and compiler of "Compendium of Telecourses for Credit," an annual nationwide survey of television credit courses; author; television producer-director, WKAR-TV, WOI-TV, University of Iowa television production center.

JAMES S. MILES, *Director,* WBAA Radio-TV
Purdue University, Lafayette, Indiana

First executive director of NAEB, currently chairman of its radio board and member of its executive committee; Director, Program Service and Distribution Division, Midwest Program on Airborne Television Instruction; Supervisor of radio-TV work at Purdue.

WANDA E. MITCHELL, *Director,* Television Project
Evanston Township High School, Evanston, Illinois

Pioneer teacher in the educational uses of closed-circuit television in the secondary schools, educational television author, consultant, spokesman, member of National Advisory Committee on the New Media, U. S. Office of Education.

KENNETH E. OBERHOLTZER, *Superintendent*
The Public Schools, Denver, Colorado

Charter member, board of directors, the National Educational Television and Radio Center; instrumental in establishing KRMA-TV as Denver Schools educational channel; Consultant in ETV programs determination for in-school and out-of-school broadcast.

THOMAS CLARK POLLOCK, *Dean,* Washington Square College
New York University, New York, New York

In charge of closed-circuit experimentation in New York University, 1956-1958; in charge of Sunrise Semester telecourses over WCBS-TV, New York, 1958 to present; author, *Closed Circuit Television as a Medium of Instruction,* 1955-1956.

JOHN C. SCHWARZWALDER, *General Manager,* Twin City Area
Educational Television Corporation
KTCA-TV, 1640 Como Avenue, St. Paul 13, Minnesota

Founder and first manager of pioneer ETV station, KUHT, University of Houston, 1953; producer of numerous ETV film series; author of articles on ETV; Chairman, recent Washington Conference on educational television networks.

LAURENCE SIEGEL, *Director,* Institutional Research Service
Miami University, Oxford, Ohio

Special research in large group instructional procedures including use of television techniques; author, articles in same area.

HARRY J. SKORNIA, *Associate Professor of Radio and TV*
University of Illinois, Urbana, Illinois

Director of broadcasting, Indiana University; Consultant, Office of Military Government (Germany), U.S. forces in Austria, and Voice of America; President, National Association of Educational Broadcasters; Chairman, Mass Communications Committee, U.S. National Commission for UNESCO.

DOROTHY R. SMITH, *Secretary,* Committee on Television
American Council on Education, Washington, D. C.

Editor, the *Educational Television Newsletter* of the American Council on Education; as secretary to the ACE-TV Committee has been instrumental in the several publications on ETV issued by that committee; supplies information on ETV to institutional and organizational members of the Council and to other inquirers.

ANN C. SPINNEY, *Executive Associate*
The Fund for Adult Education, White Plains, New York

Many years of teaching and research in adult education, radio and television; educational script writer; involved in ETV since origination channel reservations; with The Fund since 1951.

GLENN TRAW, *Director*
S. W. Indiana Educational TV Council, Evansville, Indiana

Educator; organizer and director of area educational television council for multi-county region in SW Indiana to promote in-school use of ETV.

JOHN F. WHITE, *President*
National Educational Television and Radio Center,
New York, New York

Educator; General Manager, Metropolitan Pittsburgh Educational Television Station, WQED, 1955-1958; Vice Presidents Western Reserve University, 1950-1955; exerts unusual influence on ETV in present position.

HAROLD E. WIGREN, *ETV Consultant*
National Education Association, Washington, D. C.

On leave as director of audio-visual education for public schools of Houston, Texas; Coordinator for three recent seminars on ETV and edited resulting publications; represents NEA in ETV meetings and disseminates findings.

LEWIS ZERBY, *Professor of Philosophy*
Michigan State University, East Lansing, Michigan

Successful lecturer and teacher over television in credit course instruction.

APPENDIX 2.

Sources of Information and Service in Educational Television

American Council on Education, Committee on Television
1785 Massachusetts Avenue, N.W., Washington 6, D.C.
(HUdson 3-6620)
MRS. DOROTHY R. SMITH, *Secretary*

Publishes newsletter. Has information on closed circuit and telecourses. Concerned with ETV policy developments transcending all levels of education.

Educational Media Branch, U.S. Office of Education
Washington 25, D. C.
C. WALTER STONE, *Director*

Administers the new Educational Media Program, authorized by Title VII of the National Defense Education Act of 1958 (Public Law 85-864). Title VII directs the U.S. Commissioner of Education to (1) conduct, assist, and foster research and experimentation in the educational uses of new communications media; and (2) disseminate information concerning these new media to state and local public school systems and to colleges and universities. Also, general source of ETV information. Conducts and publishes studies. Prepares directories of telecourses, closed circuits, ETV stations, college and university TV curricula, etc.

Institute for Education by Radio-Television
Derby Hall, Ohio State University, Columbus 10, Ohio
I. KEITH TYLER, *Director*

Annual international symposium of educational and public service broadcasters. Deals with educational broadcasting problems of all types—clinics, workshops, addresses. Publishes proceedings.

Joint Council on Educational Broadcasting (JCEB)
1785 Massachusetts Avenue, N.W., Washington 6, D.C.
(HUdson 3-6620)
DAVID C. STEWART, *Executive Director*

Embraces all major national educational organizations (American Council on Education, NEA, PTA, etc.). Represents educational community in policy decisions relative to educational broadcasting.

Other institutions included in the Joint Council on Educational Broadcasting:

American Association of School Administrators

American Council on Education

American Association of Land-Grant Colleges and State Universities

Council of Chief State School Officers

National Association of Educational Broadcasters

National Association of State Universities

National Citizens Committee for Educational Television

National Congress of Parents and Teachers

National Education Association of the United States

National Educational Television and Radio Center

Learning Resources Institute

680 Fifth Avenue, New York 19, New York

JOHN W. TAYLOR, *Acting President*

The institute seeks more effective ways of using learning resources—teaching machines, films, radio, television, audio-visual aids, textbooks—to achieve higher quality in education. Conducts college-level courses over national television networks (Continental Classroom, NBC-TV).

Midwest Council on Airborne Television Instruction

Memorial Center, Purdue University Campus, Lafayette, Indiana

JOHN E. IVEY, *President*

Effective March, 1961, courses on video tape taught by outstanding teachers recruited from all over America will be televised from a DC-6 aircraft to many receiving classrooms.

National Association of Educational Broadcasters (NAEB)

1346 Connecticut Avenue, N.W., Washington 6, D.C.

WILLIAM G. HARLEY, *President*

Trade and professional organization for all educational broadcasters (radio and television stations, closed-circuit installations, production centers, educational institutions, and individuals). Maintains liaison with regulatory agencies. Publishes Washington Report, monthly newsletter, and bi-monthly professional journal. Conducts research in school and university ETV costs, policy. Holds periodic workshops for professional upgrading.

National Education Association
Division of Audio-Visual Instructional Service
1201 Sixteenth Street, N.W., Washington 6, D.C.
LEE E. CAMPION, *Educational Television Consultant*

Provides consultant service concerning ETV. Publications in the field of television including research reports. Represents the NEA in ETV.

National Educational Television and Radio Center (NETRC)
Coliseum Building, 10 Columbus Circle,
New York 19, New York
JOHN F. WHITE, *President*

Serves as the national programing and network agency for educational television with special concern for stations on the air and about to come on the air. Maintains an international educational television program exchange service.

Southern Regional Education Board
Atlanta, Georgia
WINFRED L. GODWIN, *President*

Sixteen-state organization. Deals with educational problems on regional basis. Publishes monthly ETV newsletter on ETV developments in region.

Television Digest
Wyatt Building, Washington 5, D.C.

Weekly newsletter (non-technical) on all aspects of the television industry. Publishes semi-annual Factbook, with directory of educational stations. Both available with special rate to educators.

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